

# Who Am I?

This lesson introduces the topic of inclusiveness by working with a partner to learn more about each other while also exploring their personal talents, dreams, and struggles.

## Caring Sub-Concepts

Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- ☐ Who Am I? handout (see below)
- ☐ Pencils
- ☐ Child Outline

## Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

## Lesson Objective

Students will be able to:

- Identify their talents, strengths, dreams, and areas they want to improve or develop further.
- Use inclusiveness to build trust with their partner and create an inviting space for sharing personal thoughts and feelings.

## Teacher Connection/Self-Care

Identify three people this week to include in some capacity. Lunch time, recess conversations, bus duty. Branch out from your typical social circles at work and try getting to know new people.

## Tips for Diverse Learners

- Fold the graphic organizer accordion style so they can focus on one question at a time on the page. Have them unfold the page to reveal the next part of the assignment.
- Allow students to dictate their responses to a partner or teacher.



## Share

3-5 minutes

The focus of this lesson is **Inclusiveness**. The definition of inclusiveness that we are using is: *including others, inviting them in, and welcoming them with open arms.*

**Ask:** How do you feel when you are left out? Have you ever asked to join a game and the other children said no, or worse, they laughed at you?

Every time we use kind words and fairness to include others, it makes them feel good inside. Including others is a choice that you make every day.

Remember, when we only choose our favorite friends and leave out others, we are being unfair. We are not practicing inclusiveness.



## Inspire

5-7 minutes

Spend some time helping students brainstorm ways to show inclusiveness throughout our day (you can write the answers on the board if desired):

- How can you show inclusiveness during our math/reading time?
- How can you show inclusiveness on the bus?
- How can you show inclusiveness on the playground?
- How can you show inclusiveness during specials?



## Empower

20 minutes

### **Inclusiveness Interview**

Students are going to spend some time learning about each others' talents and strengths.

Ask students to partner up and give each student a “Who Am I?” activity sheet (see below). They are going to ask their partner the questions on the sheet in an interview style, which means taking the statements written and turning them into questions (i.e., Instead of “Some things I like about myself are,” students would ask their partner, “What are some things you like about yourself.” Another example is changing “My best qualities are” to “What are your best qualities?”). This might be tricky; model this for students first.

**IMPORTANT:** At this time, students do not need to write on the activity sheet. They are simply talking through their responses with a classmate. They will write down their answers later.

Make sure students switch after going through all the questions so both partners get a chance to share. Allow 10 minutes (5 minutes each student) for this portion.

Circulate around and offer help as needed.

### **Who Am I?**

Once students have had a chance to talk about their responses with a partner, they should complete the Who Am I sheet by writing down their answers. This is a chance to figure out what makes you you! Allow 10 minutes for this section. Offer dictation assistance to those that may need it.



## Reflect

5 minutes

Gather the class back together and review the activity using the following questions:

- Did you enjoy being interviewed? Why or why not?
- What unique qualities did you discover about your partner?
- How can you be inclusive at recess today?

Remind students that trying to include everyone in class can be hard when you have made good friends and enjoy spending time with them. However, we want to create a kind classroom where everyone feels safe and special. Let's work together to practice inclusiveness throughout our day. When you see someone left out, invite them to join you! When you find yourself all alone, seek out other friends to play with. When we are fair and inclusive, everyone in our class enjoys coming to school!



## Extension Ideas

- If there is time, extend this activity by having students ask others: What qualities do I have that you like about me? What talents should I develop more?
- For an art component, students can color/draw a representation of themselves on the person cut-out at the end of this lesson.
- At Home Extension: Print out an additional "Who Am I?" worksheet and have each student interview someone at home. As a class, read each sheet aloud and guess which family it belongs to!



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AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

# Who Am I?

Name \_\_\_\_\_

What you are on the outside and who you are on the inside combine to make up the real you. Answer the questions below to get a full picture of you. Think of it as a snapshot of you today.

**Some things I like about myself are:**

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**My best qualities are:**

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**I am good at:**

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**I would like to get better at:**

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**A talent I want to develop is:**

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**My secret dream is to:**

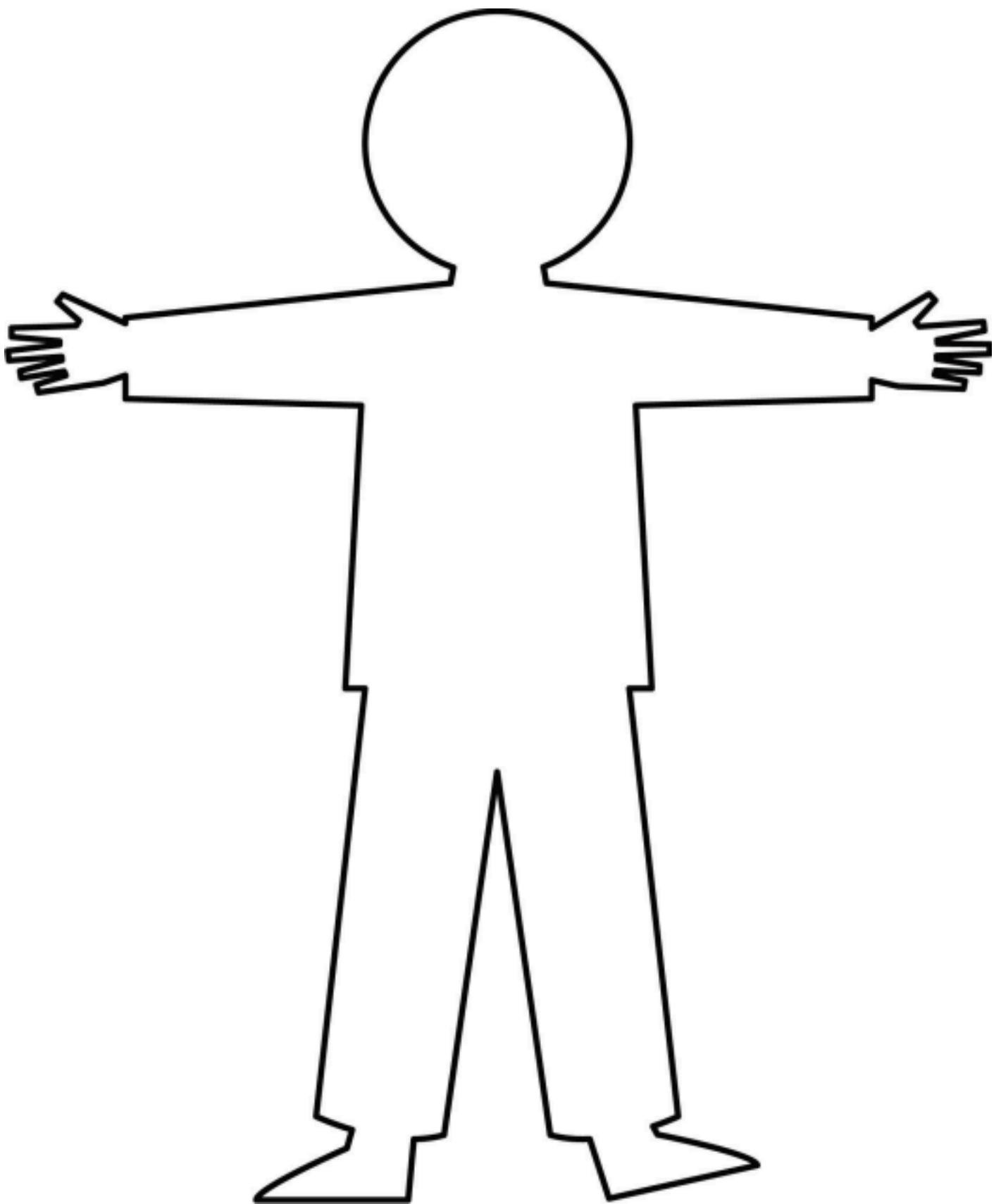
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**Given who I am today, when I grow up, I want to be:**

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